

WE NEED TREES



THE Gift of
Trees

NOVEMBER 2002

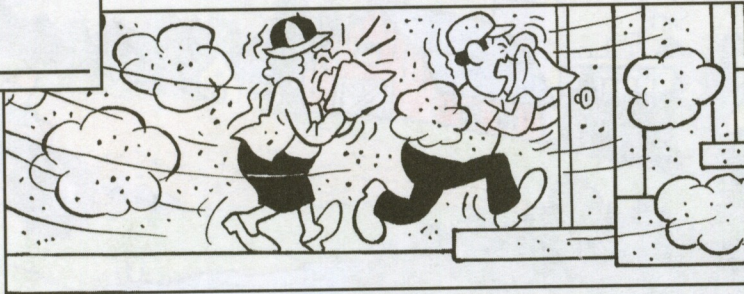
IT'S BETTER WITH TREES



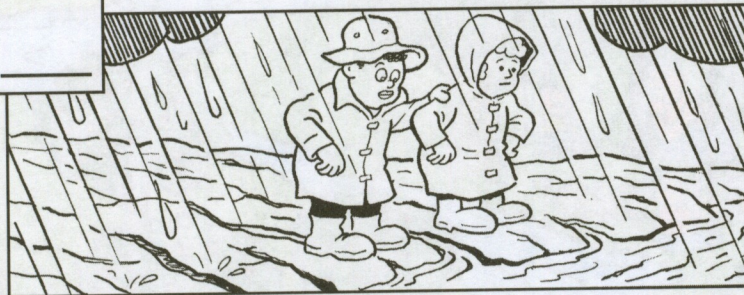
TREES MAKE PLACES BETTER TO LIVE! THEY IMPROVE OUR **ENVIRONMENT** IN MANY WAYS. LOOK AT EACH PICTURE AND THINK ABOUT THE PROBLEM SHOWN. THEN READ EACH SOLUTION THAT TELLS HOW TREES HELP FIX PROBLEMS. WRITE THE LETTER OF EACH SOLUTION IN THE BLANK SPACE IN THE PROBLEM IT SOLVES.

PROBLEMS

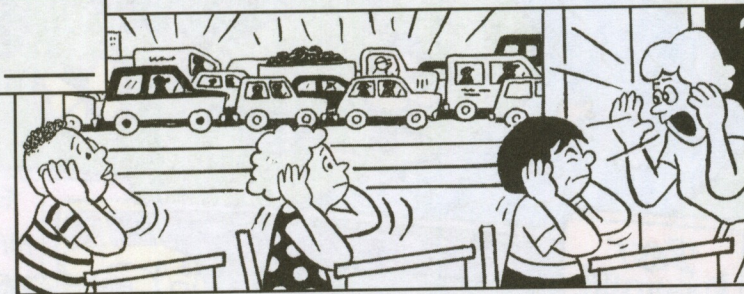
1. _____



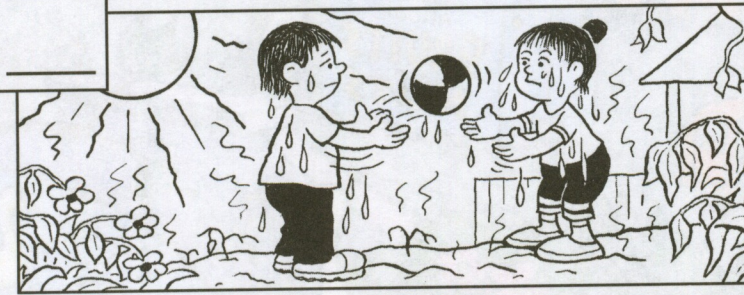
2. _____



3. _____



4. _____



SOLUTIONS

A. Trees give shade so people can be more comfortable.

B. Trees reduce noise so people can hear.

C. Leaves in trees clean air by slowing wind and catching dust.

D. Tree roots hold soil so it doesn't wash away.

Goal: Readers match verbal descriptions of how trees improve an environment with pictures of the problems they help solve.

EE Standards: Strand 2.2 – The Living Environment. Guideline C – Learners understand basic ways in which organisms are related to their environments and to other organisms. Reference to National Education Standards: Geography 132; Science 129; Science Benchmarks 116.

HIDDEN HOMIES

TREES GIVE HOMES TO MANY DIFFERENT ANIMALS. THOUSANDS OF CREATURES MAY LIVE IN AND AROUND THE ROOTS, TRUNK, BARK, BRANCHES AND LEAVES OF A SINGLE TREE.



TEN ANIMALS THAT LIVE IN TREES ARE HIDING IN THIS PICTURE. FIND AND CIRCLE THESE ANIMALS:

Beetle	Flying Squirrel	Owl
Snake	Raccoon	Frog
Cicada	Woodpecker	Ant
		Mouse



For More Learning



- Animals that live in trees often hide, too. Observe a tree near you for several days. Quietly watch for five minutes at a time, at different times of the day. Make a list of all the animals you see. You may be surprised at how many animals live in the tree!
- Hang a bird feeder with seed close to your window. Watch where the birds go when they leave the feeder.

Goal: Readers find and identify illustrations of animals that make their homes in a tree.

EE Standards: Strand 2.2 – The living environment. Guideline A – Learners understand basic similarities and differences among a wide variety of living organisms. They understand the concept of habitat. Reference to National Education Standards: Science Benchmarks 102-103; Science 127-129; Geography 120.

WOOD WORDS



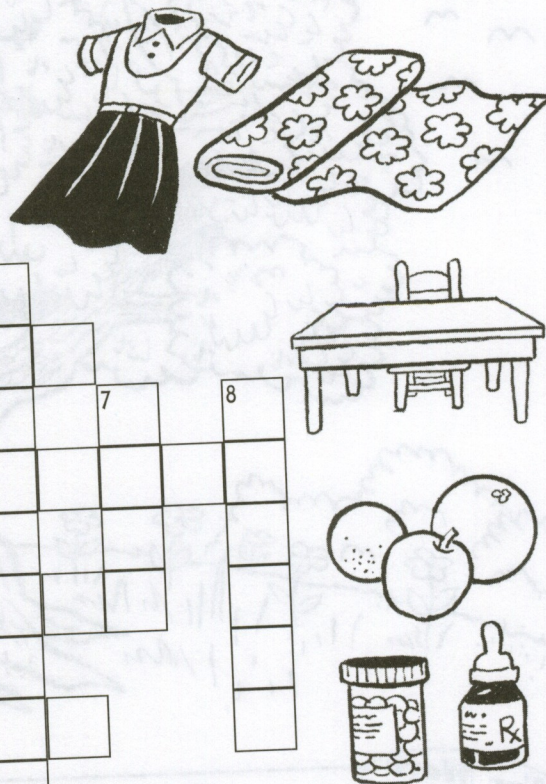
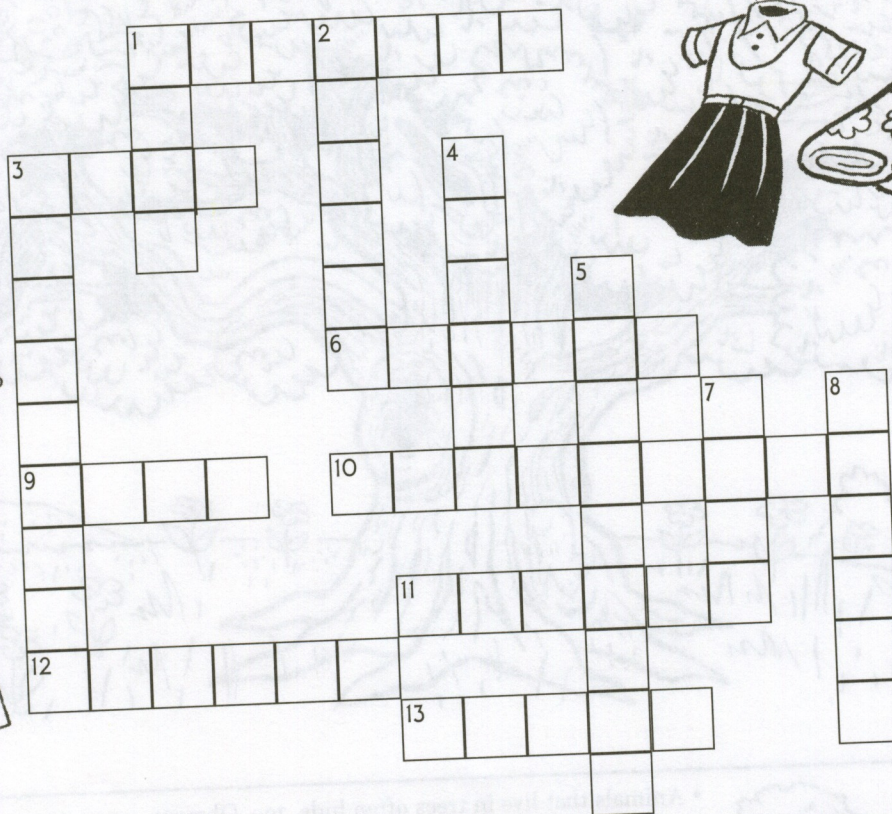
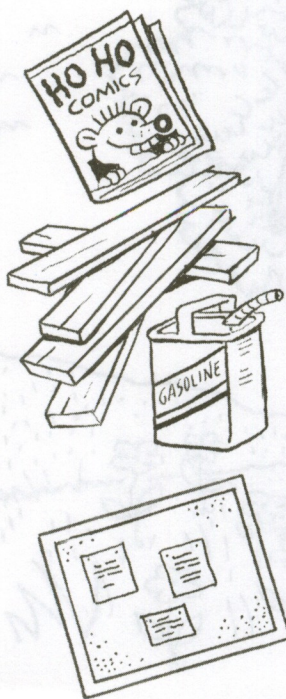
MANY THINGS WE USE EVERY DAY COME FROM TREES. TREES GIVE US FOOD, CLOTHING FIBER, BUILDING MATERIALS, WRITING MATERIALS, CHEMICAL PRODUCTS, AND EVEN MEDICINES. THE CLUES BELOW DESCRIBE SOME OF THE MANY PRODUCTS WE GET FROM TREES. USE THE CLUES TO SOLVE THIS PUZZLE.

ACROSS

1. A tree fiber called rayon helps make shirts, dresses, and other _____.
3. Insulation from tree fibers keeps homes _____ in summer.
6. Tires, balls, and other "bouncy" things are made from the sap of the _____ tree.
9. Bulletin boards, bottle stoppers, and even floors come from the bark of the _____ tree.
10. Fine tree wood makes chairs, tables, and other _____.
11. Oranges, apples, peaches, and other _____ are delicious tree snacks!
12. Cinnamon, cloves, vanilla, nutmeg and other _____ from trees make food taste better.
13. The _____ in books, newspapers, and magazines comes from wood pulp.

DOWN

1. In some parts of the world, people use charcoal from trees to heat their houses and _____ their food.
2. When timber harvesters cut down a tree, they yell "_____!"
3. You might find turpentine, lacquer, wood alcohol, and other _____ from trees in a chemist's laboratory.
4. Sawmills cut logs into _____ for building.
5. Doctors keep us well by using some _____ that come from trees.
7. People and animals like to eat almonds, pecans, walnuts, chestnuts and other _____.
8. Two pieces of grooved wood from trees glued around a graphite "lead" core make a _____ for writing or drawing.



For More Learning



MAKE A "TREE LOG!" FOR ONE FULL DAY, MAKE A LIST OF EVERYTHING YOU USE, BUY OR CONSUME THAT COMES FROM A TREE.

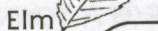
Goal: Readers use words that describe tree products to complete a crossword puzzle.
EE Standards: Strand 2.4 – Environment and Society. Guideline C – Learners understand the basic concepts of resource and resource distribution. References to National Education Standards: Economics 1-2; Geography 136-137; History 22; Science 140.

ANSWERS – ACROSS: 1. Clothes 3. Cool 6. Rubber 9. Cork 10. Furniture 11. Fruits 12. Spices 13. Paper
DOWN: 1. Cook 2. Timber 3. Chemicals 4. Lumber 5. Medicines 7. Nuts 8. Pencil

Leaf Diary



Sycamore



Elm



Aspen



Willow



Palm



Juniper



Maple



Sassafras



Poplar



Walnut

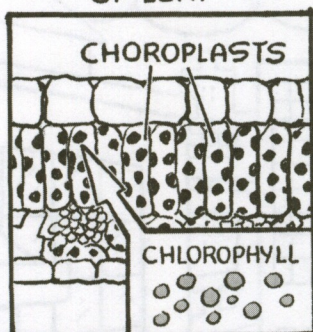
LEAVES ACT LIKE **FOOD FACTORIES** SO TREES CAN GROW! THE GREEN **CHLOROPHYLL** IN LEAVES USES **ENERGY** FROM **SUNLIGHT** TO CHANGE **WATER** (H_2O) AND **CARBON DIOXIDE** (CO_2) FROM AIR INTO **CARBOHYDRATES** AND **OXYGEN** (O_2).

DIFFERENT TREES HAVE DIFFERENT SHAPED LEAVES. EVERGREEN TREE "**NEEDLES**" ARE LEAVES, TOO! YOU CAN IDENTIFY TREES BY THE SHAPE OF THEIR LEAVES. MAKE A **LEAF DIARY** TO KEEP TRACK OF TREES YOU SEE! HERE'S HOW:



Oak

CROSS-SECTION OF LEAF



TYPE OF TREE: WHITE OAK
PLACE FOUND: CITY PARK
LIVING CONDITIONS: LOTS OF SUN. MANY LEAVES ON GROUND. NEAR SMALL CREEK. A FEW OTHER OAK TREES NEARBY.
OTHER NOTES: A SQUIRREL HAD MADE A NEST IN THE TREE!

1. Use a scrapbook or looseleaf pages in a binder.
2. Gather fallen leaves from various trees around you. Don't pick living leaves from trees – trees need them to grow! And watch out for poisonous plants, such as poison ivy, poison oak and poison sumac!
3. Use a guidebook or ask an adult to help you name the tree.
4. If the leaves are not already dry, you'll need to dry and press them:
 - A. Place the leaves between sections of newspaper.
 - B. Place heavy books on the sections.
 - C. When the leaves dry in about two weeks, gently remove them.
5. Paste or tape each leaf on the top of a page.
6. Under the leaf, write the name of the tree and the place where you found the leaf. Then describe the living conditions where the tree grows. Does it grow in sunlight or shade? Is the soil wet or dry? Do grass or flowers grow under the tree, or are there many leaves on the soil there? Where does the tree get its water? Then write down any other notes about special things you see. You can use the page shown above as an example for your own Leaf Diary!

For More Learning



YOU CAN ADD LEAVES TO YOUR DIARY WHEN YOU TRAVEL OR VISIT FRIENDS. STUDY THE SHAPE AND STRUCTURE OF THE LEAVES YOU'VE GATHERED. SOON YOU'LL BE ABLE TO NAME A TREE FROM SEEING ONE LEAF!

YOU CAN ALSO MAKE A **LEAF POSTER** ON A LARGER PIECE OF HEAVY PAPER, TO DISPLAY YOUR LEAVES ON A WALL.

Goals: Readers collect leaves, identify the trees from which they came and observe and record living conditions of the trees.

EE Standards: Strand 2.2 – The living environment. Guideline A – Learners understand basic similarities and differences among a wide variety of living organisms. They understand the concept of habitat. Reference to National Education Standards: Science Benchmarks 102-103; Science 127-129; Geography 120.

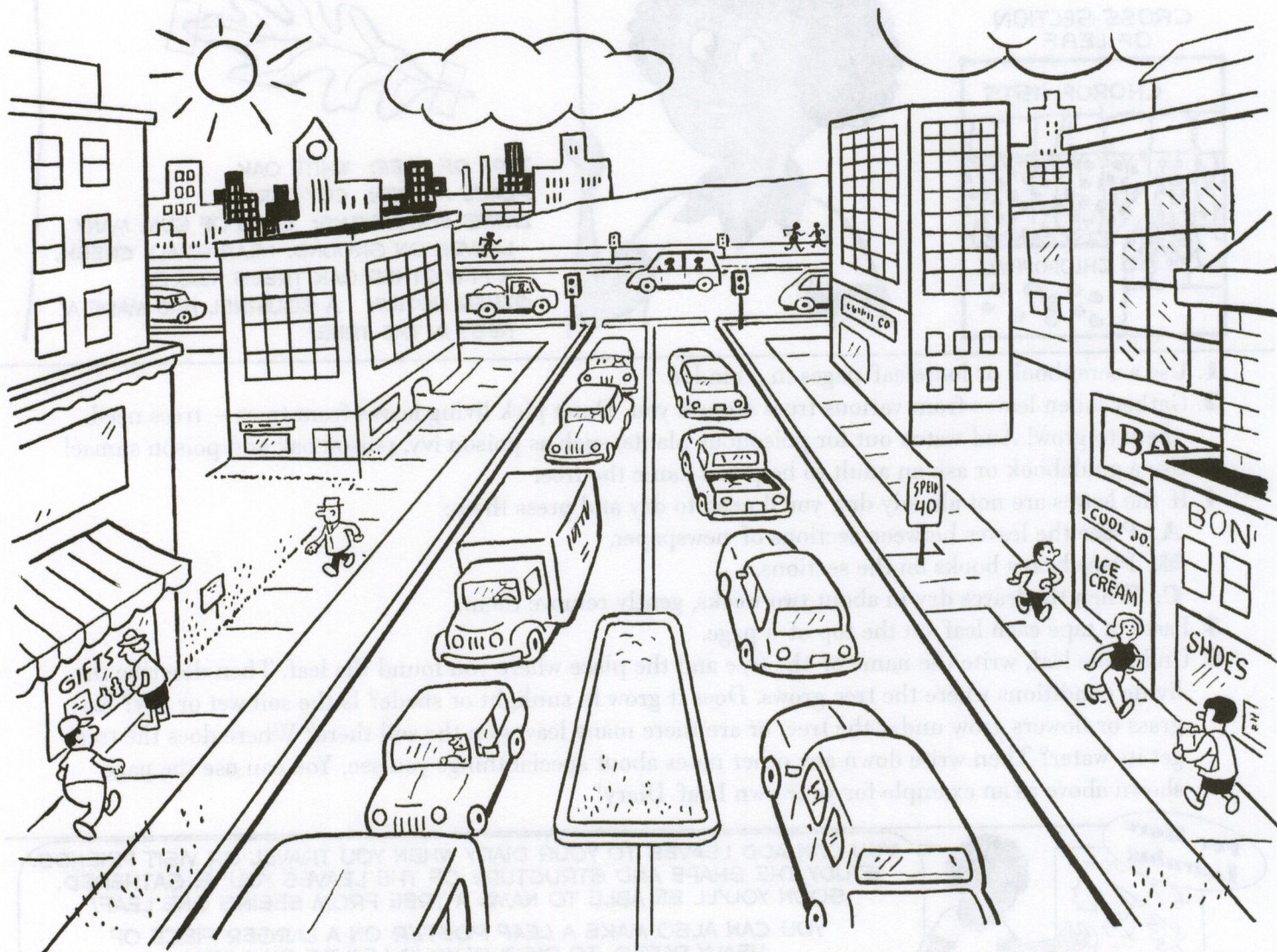
TREE TOWN

A TOWN WITH TREES IS A HAPPY PLACE!
TREES IMPROVE CITY LIFE IN MANY WAYS:

- They reduce wind that blows dirt and dust.
- They clean air by trapping dust and dirt particles.
- They make shade and reduce glare from sunlight.
- They add oxygen to the air for better breathing.
- They absorb heat and give off moisture so people feel cooler.
- They reduce noise so people don't feel as tense and nervous.
- They provide homes and food to birds and other animals.
- They enhance the beauty of the community.

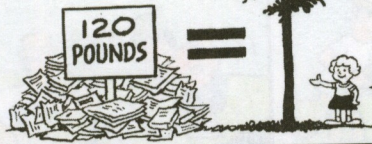


HERE'S A TOWN WITHOUT TREES.
IT NEEDS YOUR HELP! DRAW
TREES WHERE THEY CAN MAKE
THINGS BETTER. THEN DESCRIBE
OR WRITE HOW YOUR TREES WILL
IMPROVE LIFE FOR THE PEOPLE AND
ANIMALS WHO LIVE HERE. TREES
MAKE CITIES MORE BEAUTIFUL AND
PEACEFUL FOR EVERYONE!



Goal: Readers add trees to an illustration of an urban environment and describe how the trees would improve resources to enhance living conditions for people there.
EE Standards: Strand 2.4 – Environment and Society. Guideline C – Learners understand the basic concepts of resource and resource distribution. References to National Education Standards: Economics 1-2; Geography 136-137; History 22; Science 140.

TREES COUNT!



MUCH OF THE PAPER AND CARDBOARD WE USE COMES FROM TREES. THINK OF ALL THE PAPER THINGS YOU USE EACH DAY - WRITING PAPER, BOOKS, NEWSPAPERS, MAGAZINES, BOXES, BAGS... EVEN WRAPPING PAPER! ONE OUT OF EVERY EIGHT TREES HARVESTED IS USED TO MAKE PAPER.



ONE TEN YEAR OLD CONIFEROUS TREE MAKES ABOUT 120 POUNDS OF PAPER. EACH PERSON IN THE UNITED STATES USES ABOUT 600 POUNDS OF PAPER EACH YEAR.*

How many trees are used each year to make paper for one person? _____ trees



OLD PAPER CAN BE TURNED INTO NEW PAPER. WE RECYCLE PAPER WHEN WE SAVE OLD PAPER TO BE MADE INTO NEW PAPER. WHEN WE RECYCLE PAPER, WE REDUCE THE NUMBER OF TREES NEEDED FOR NEW PAPER. YOU CAN RECYCLE AT HOME AND AT SCHOOL. DIFFERENT COMMUNITIES RECYCLE DIFFERENT KINDS OF PAPER. FIND OUT WHAT KINDS OF PAPER CAN BE RECYCLED IN *YOUR* NEIGHBORHOOD.



FOR ONE WEEK, COLLECT THE PAPER YOUR FAMILY OR YOUR CLASS USES THAT CAN BE RECYCLED. AT THE END OF THE WEEK, WEIGH THE PAPER. WRITE THAT NUMBER BELOW, THEN USE IT TO SOLVE THESE PROBLEMS. REMEMBER, ONE TEN YEAR OLD CONIFEROUS TREE MAKES 120 POUNDS OF PAPER.

Pounds of paper you recycle in one week _____

How many pounds of paper will you recycle in one year? _____

How many weeks will it take you to collect 120 pounds of paper and save one tree's worth of paper? _____

How many trees will your family or class save in one year? _____

For More Learning



MAKE A LIST OF *OTHER* WAYS YOU CAN SAVE PAPER. FOR EXAMPLE, WRITE ON BOTH SIDES OF PAPER AND RE-USE SHOPPING BAGS. SHARE YOUR IDEAS WITH FRIENDS AND FAMILY. YOU CAN MAKE TREES COUNT!

Goal: Readers use math skills and track their own paper recycling to calculate tree usage for paper products per person per year, how much they themselves recycle in a year, and how much the requirement for new trees for paper is reduced by their recycling.
EE Standards: Strand 2.4 - Environment and Society. Guideline A - Human/environment interactions - Learners understand that people depend on, change, and are affected by the environment. Reference to National Education Standards: Geography 132-135; Science 140.

Answer: 5 Trees

TREE COMICS

This comic strip shows the basic steps to plant a tree. The pictures are out of order. Number the pictures from **1** to **8** to put them in the right order. Number 1 is done for you.



Dig the hole.



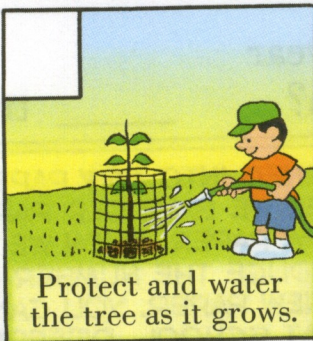
Water the tree.



Fill the hole.



Pick the right tree.



Protect and water the tree as it grows.



Put mulch around the tree.



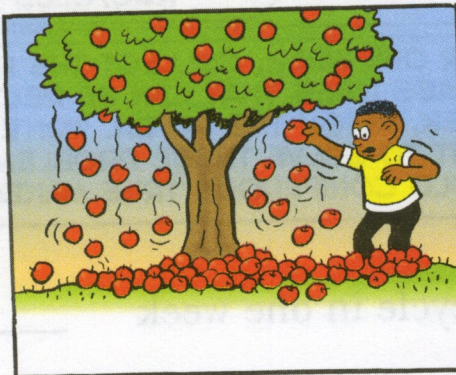
Pick the right spot.



Put the tree in the hole.

Planting a tree can be fun! Ask your parents or teachers about planting a tree in your yard, park or schoolyard.

Use what you know about trees to write a funny caption for each of these cartoons!



FREE Sample Copy!

Now ready for your use...

WE NEED TREES

Activity Book For Grades 2 to 4

(Note: On your copies, this area is blank, for you to imprint, stamp or sticker your own information.)

Twelve hands-on activities teach children about the ways trees help our environment, the many products we get from trees, how trees improve cities, how recycling conserves tree resources, how to plant a tree and much more!

.18 each

plus shipping and handling

TO ORDER

Call the
NACD Service Center

1-800-825-5547

Ext. 32

Available from your local conservation district, state natural resources agency and the



National Association of Conservation Districts

408 East Main P.O. Box 855 League City, TX 77574-0855

1-800-825-5547, ext. 32 www.nacdnet.org

NOTE TO EDUCATORS: Each activity was developed with an educational goal in mind that should be adapted to the needs of the grade level you are teaching. Also, each activity is correlated to environmental education standards established by the North American Association of Environmental Education, as outlined in the book **Excellence in EE - Guidelines for Learning (K-12)**. Note that each guideline includes references to national education standards that form the basis for the state standards you follow. The goal and standards are listed at the bottom of each activity.

We Need Trees is sponsored and distributed by the **National Association of Conservation Districts**, P.O. Box 855, League City, TX 77574-0855. Telephone 1-800-825-5547. www.nacdnet.org
Created and produced by Custom Comic Services, PO Box 1075, Doylestown, PA 18901 www.customcomicservices.com Copyright © 2001 Custom Comic Services
Written by Scott Deschaine and Mike Benton. Illustrated by Bob Donovan. Printed in the United States of America.

Recycled Paper